



## ANALYSIS OF THE INFLUENCE OF PEDAGOGIC COMPETENCE, DIGITAL LEADERSHIP ON CAREER DEVELOPMENT

Rahmatsah Putra<sup>1</sup>, Rusyidi Abubakar<sup>2</sup>, Anwar Puteh<sup>3</sup>, Marbawi<sup>4</sup>, Ibrahim Qamarius<sup>5</sup>, Yulius Dharma<sup>6</sup>

<sup>1,2,3,4,5,6</sup>Master Science Management Program, Faculty of Economic and Business, Universitas Malikussaleh

\*Corresponding e-mail: [rusyidi@unimal.ac.id](mailto:rusyidi@unimal.ac.id)

---

### Abstract

This research aims to find out the influence of pedagogical competence and digital leadership on career development's impact on the performance of East Aceh State High School teachers. The data in this study used primary data in the form of questionnaires compiled following indicators of research variables and distributed to 180 teachers of East Aceh State High School with sampling techniques conducted in the first stage of stratified random sampling then carried out with simple random sampling techniques or simple randomization of respondents in this study. Data analysis methods are used by structural analysis (SEM) and processed with the analysis of structural moments (AMOS) program. The results of the study found that there is an influence of pedagogical competence and digital leadership on career development and teacher performance, there is also digital leadership influence on the performance of High School teachers in East Aceh Regency. Furthermore, the results of this study show that pedagogical competence predominantly affects the performance of East Aceh State High School teachers.

**Keywords:** *Pedagogic competence, digital leadership, career development, teacher performance.*

---

### 1. INTRODUCTION

In the era of digitalization and the era of technology 4.0, the role of the profession is very noble because it carries out enormous tasks that can affect the progress of a nation. A developed nation must have quality human resources (HR) that are able to compete with other countries, in creating quality human resources, the role of education is very important. National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life. According to Matriadi (2018) the teacher's performance is good or not depending on the factors that affect the teacher's performance, Suparyadi (2015) Suparyadi (2015) performance is a combination of three factors consisting of (a) Knowledge, especially those related to work that is the responsibility at work, (b) Experience, Given the importance of the teacher's role in the process of creating quality human resources, teachers who will teach must have several requirements that have been determined by law, based on Law Number 14 of 2005 concerning teachers and lecturers, stating that teachers must have academic qualifications, competency, educator certificates, physically and mentally healthy, and meet other qualifications required by the educational unit where assigned, and have the ability to realize national education goals, Sulastri (2015). The performance of East Aceh district public high school teachers in terms of quality, quantity and discipline in carrying out the learning process for students at school is a problem, on the other hand the ability to compose teaching materials.

### Theories About Pedagogic Competence

According to Rivai (2014) teacher competence is a combination of personal, scientific, technological, social and spiritual abilities that perfectly form the standard competence of the teaching profession, which includes mastery of material, understanding of students, educational learning, personal

development, and professionalism. According to Matriadi (2021) competence is a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations that underlie a person's characteristics to perform in carrying out tasks or work in order to achieve teacher quality standards in real work. In the context of human resource management, the term competence refers to the attributes/characteristics of a person that makes him successful in his work. According to Sari (2019) teacher competency is a set of knowledge.

### **Theories About Digital Leadership**

Leadership in the digital era is an important ability that must be possessed by individuals to create solutions to various problems in the digital era. Leadership style in the digital era not only understands the concept of leadership but must be able to master soft skills (non-technical skills) and hard skills (technical skills). adaptation, interaction, and self-regulation. Matriadi (2021) states that leadership is the process of influencing other people in an organization so that they can carry out their duties properly in achieving their goals. House et. all in Yukl (2015) leadership is an individual's ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organization. Rauch & Behling in Yukl (2010) leadership is the process of influencing the activities of organized groups to achieve goals. Chung and Megginson in Bangun (2012) define leadership as the ability to influence the behavior of others in a certain direction.

### **Theories About Career Development**

According to Sunyoto (2012) career planning is a process that goes through individual employees to identify and take steps to achieve their career goals. Thus, an employee needs to take certain steps to realize the plan. The various steps that need to be taken can be taken on the initiative of the workers themselves, but can also be in the form of activities sponsored by the organization, or a combination of both. According to Suparyadi, (2015), the aspects that are assessed in career development are as follows: 1. Opportunity to achieve a valuable parameter that is measured is promotion, fairness in a career and obtaining information on promotion opportunities. 2. Opportunity to achieve new things The parameter that is measured is the opportunity to develop knowledge, innovation and creativity. 3. The opportunity to make employees feel happy, the parameters measured are the opportunity to choose a job according to their pleasure and the opportunity to complete the job in their own way. 4. Opportunities to develop skills and abilities The parameters that are measured are opportunities to attend training and seminars in a fair and equitable manner, Novauli (2015).

### **Theory About Performance**

Performance is the result of the work of an individual or an organization. In an increasingly competitive world of education, teacher management must be supported to improve its performance in various ways. According to Bangun (2012) performance is the result of work achieved by a person based on the conditions of his work. A job has certain requirements to achieve its goals. While Supatyadi (2015) revealed that teacher performance is a product produced by a teacher in a predetermined time unit with certain criteria as well. Sari (2019) defines performance as the result of work or work performance of a person or organization with the appearance of performing, describing, and producing things, both physical and non-physical in accordance with instructions, functions and duties. According to Mutakin (2015) defines performance as work achievement. Work performance is a result of work achieved by a person in carrying out the tasks assigned to him which is based on skills, experience and sincerity as well as time. Wibowo (2016) states that performance is a process of how work takes place to achieve maximum work results. The performance criteria are determined by the requirements set by the authorities who carry out the performance appraisal. To measure performance, the main issue is to determine the criteria and standards. If the criteria have been established, the next step is to collect information related to them for a certain period. By comparing the results against the standards made for

the relevant time period, the level of performance of an employee will be obtained. Based on the following theoretical studies, we present the conceptual framework as follows.

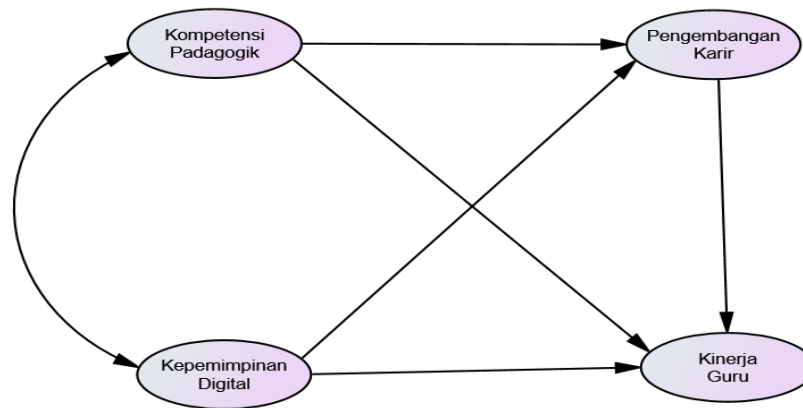


Figure 1.1 Conceptual Framework

Based on the conceptual framework that has been prepared, the hypothesis which is a provisional allegation that needs to be answered in research and to find facts that must be collected and analyzed, a hypothesis is a temporary question or the most probable conjecture that still has to be verified, based on the framework above and previous research carried out by several researchers, a hypothesis can be compiled as follows:

- H1= It is suspected that there is an influence on gogic competence on career development at East Aceh District Public High School.
- H2= It is suspected that there is an influence of digital leadership on career developmentat SMAN East Aceh District.
- H3= It is suspected that there is an influence of pedagogical competence on teacher performanceat SMAN East Aceh District.
- H4= It is suspected that there is an influence of digital leadership on teacher performanceat SMAN East Aceh District.
- H5= It is suspected that there is an influence of career development on teacher performance at East Aceh District SMAN

## 2. RESEARCH METHODS

### Location and Research Object.

The place and location in this study were the performance of East Aceh District SMAN teachers, while the objects in this study were all East Aceh District SMAN teachers.

### Data Types and Sources

The source of data used in this study is primary data in the form of primary data, namely in the form of questionnaires compiled by researchers based on indicators on operational variables which are primary data, namely data obtained by researchers from respondents, namely teachers of SMA Negeri Aceh Timur Regency by answering research questionnaires, primary data in this research is the data obtained from the respondent, namely the East Aceh District SMAN teacher.

### Population And Sample

The sampling technique was carried out using the stratified random sampling method, this sampling technique was carried out because the population has members that are not homogeneous and proportionally stratified, the sample size in SEM modeling is measured based on 5-10 multiplied by 25 indicators, namely  $(8 \times 20 = 160)$  but in The research sample was set at 180 teachers at East Aceh District Senior High School.

Table 3.1 Number of Teacher Samples for SMAN in East Aceh District

No.	School name	civil servant	Number of Samples
1	SMAN 1 Birem Bayeun	13	13/324x180
2	East Aceh Superior High School	20	20/324x180
3	SMAN 1 Rantau Selamat	24	24/324x180
4	SMAN 1 Sungai Raya	18	18/324x180
5	SMAN 1 Peureulak	25	25/324x180
6	SMAN 1 Ranto Peureulak	21	21/324x180
7	SMAN 1 Peunaron	17	17/324x180
8	SMAN 1 Peudawa	12	12/324x180
9	SMAN 1 Idi	35	35/324x180
10	SMAN 1 Idi Tunong	12	12/324x180
11	SMAN 1 Darul Aman	23	23/324x180
12	SMAN 1 Nurussalam	16	16/324x180
13	SMAN 1 Julok	20	20/324x180
14	SMAN 1 Indra Makmu	26	26/324x180
15	SMAN 1 Simpang Ulim	27	27/324x180
16	SMAN 1 Madat	15	15/324x180
Amount		324	180

Questionnaires were distributed to 180 respondents, however, there were 3 respondents who were damaged and data analysis could not be carried out, so that the data in this study amounted to 177 people.

**Data Analysis Method**

The data analysis method used in this study is SEM (Structural Equation Modeling) with the AMOS (Analysis of Moment Structure) program version 22.0. According to Ghaozali (2014), SEM is a multivariate analysis technique which is a combination of factor analysis and regression analysis (correlation) which aims to examine the relationships between variables in a model, both between indicators and constructs, or relationships between constructs. In the structural equation model (SEM), which is a set of statistical techniques that allow testing a series of relatively pure "complicated" relationships simultaneously (Ferdinand, 2014). SEM is a combination of two statistical concepts, namely the concept of factor analysis included in the measurement model and the concept of regression through structural models. In SEM analysis, variables are divided into the following:

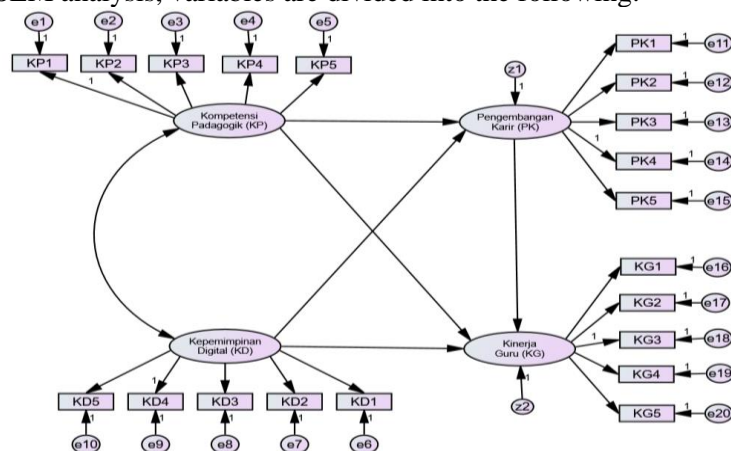


Figure 3.1 Structural Equation Modeling

### 3. RESULTS AND DISCUSSION

#### Confirmatory Analysis of Exogenous Construct Factors

In Figure 4.1 below, the confirmatory test results can be conveyed that all loading factor values for exogenous construct indicators are  $> 0.60$  so that it can be concluded that all indicators are acceptable because they comply with the requirements of the CFA model. For more details, it can be seen in Figure 4.1 below:

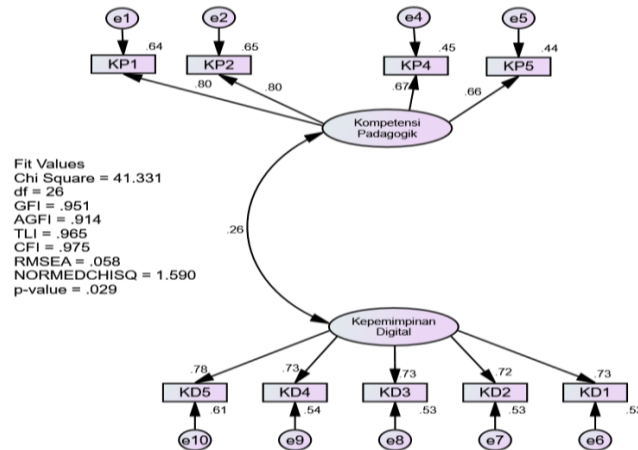


Figure 4.1 CFA exogenous construct

Table 4.1 Exogenous Construct Loading Factor Values

	Indicator	Est.	Value Cut OFF	Conclusion
KD1	Leadership_Digital	.728	$\geq 0.60$	Valid
KD2	Leadership_Digital	.725	$\geq 0.60$	Valid
KD3	Leadership_Digital	.728	$\geq 0.60$	Valid
KD4	Leadership_Digital	.732	$\geq 0.60$	Valid
KD5	Leadership_Digital	.781	$\geq 0.60$	Valid
KP1	Competency_padagogic	.801	$\geq 0.60$	Valid
KP2	Competency_padagogic	.805	$\geq 0.60$	Valid
KP4	Competency_padagogic	.668	$\geq 0.60$	Valid
KP5	Competency_padagogic	.660	$\geq 0.60$	Valid

Source: Amos Output (processed 2023)

Based on the analysis results confirm with Amos in Table 4.1 that all the indicators that support the exogenous construct are above  $> 0.60$  so that it can be concluded that these indicators are valid and can be continued to the next stage of analysis, namely the structural model.

#### Endogenous Construct Factor Confirmatory Analysis

In Figure 3.2 below, the confirmatory test results can be conveyed that all loading factor values for exogenous construct indicators are  $> 0.60$  so that it can be concluded that all indicators are acceptable because they comply with the requirements of the CFA model. For more details, it can be seen in Figure 3.2 below:

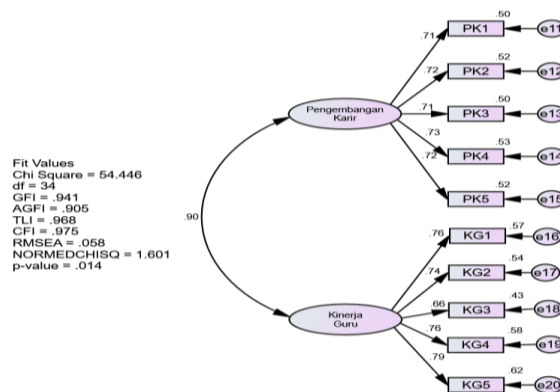


Figure 4.2 CFA endogenous construct

Based on Figure 4.2 it can be concluded that the value of loading factor indicator construct endogenous loading factor <math>< 0.60</math> is above the provisions so that these indicators are acceptable in this research model, for more details can be seen in Table 4.2 below:

Table 4.2 Endogen Construct Loading Factor Values

		Indicator	Estimates	Value Cut OFF	Conclusion
KG1	<--->	Performance_Guru	.757	$\geq 0.60$	Valid
KG2	<--->	Performance_Guru	.737	$\geq 0.60$	Valid
KG3	<--->	Performance_Guru	.658	$\geq 0.60$	Valid
KG4	<--->	Performance_Guru	.762	$\geq 0.60$	Valid
KG5	<--->	Performance_Guru	.785	$\geq 0.60$	Valid
PK1	<--->	Career development	.707	$\geq 0.60$	Valid
PK2	<--->	Career development	.719	$\geq 0.60$	Valid
PK3	<--->	Career development	.708	$\geq 0.60$	Valid
PK4	<--->	Career development	.726	$\geq 0.60$	Valid
PK5	<--->	Career development	.723	$\geq 0.60$	Valid

Source: Amos output (processed 2023).

Based on the results of the confirmatory analysis with Amos in Table 4.2, it can be explained that all indicators that support the endogenous construct are above  $> 0.60$  so that it can be concluded that these indicators are valid and can be continued to the next stage of analysis, namely the structural model.

**Structural Full Model Analysis**

Based on Figure 4.3 and Table 4.3 it can be explained that the model has fulfilled the goodness of fit as required in the SEM model for the Probability index, GFI, and AGFI which are still marginal, so this SEM model can be revised or modified according to the concept of modification indices in the SEM model. then the results of the analysis of the modification of the SEM model as shown in Figure 4.3 and Table 4.3 below, it can be explained that all exogenous variables have a significant effect on endogenous variables so that this model is able to test the research hypothesis.

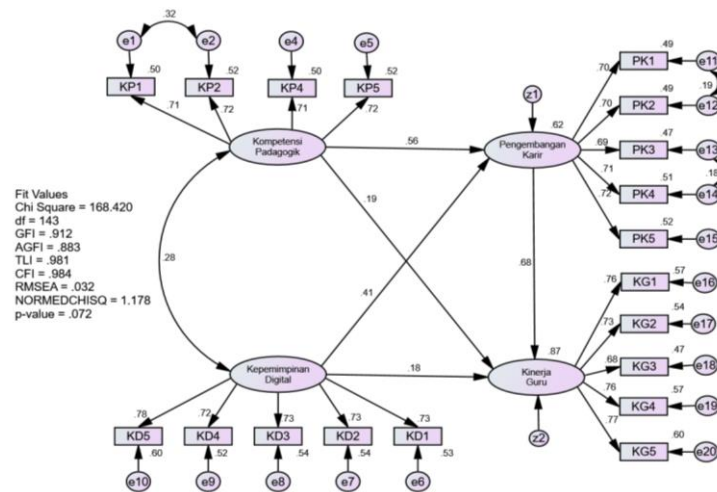


Figure 4.3 Full structural model after modification

Table 4.3 Full Model Conformity Test Results

Goodness of Fit Index	Cut-off Value	Analysis Results	Model Evaluation
X2-Chi-Square	Small Expected	168,420	Good
probability	$\geq 0.05$	0.072	Good
GFI	$\geq 0.90$	0.912	Good
AGFI	$\geq 0.90$	0.883	marginal
CFI	$\geq 0.95$	0.984	Good
TLI	$\geq 0.95$	0.981	Good
CMIN/DF	$\leq 2$	1.178	Good
RMSEA	$\leq 0.08$	0.072	Good

Based on the results of the analysis of the structural model with Amos in Table 4.3, it can be explained that the results of the full model suitability test can be explained that all indices comply with the conditions specified in the structural model except AGFI which is still marginal, but in general the goodness of fit index is good and this structural model already able to test the research hypothesis.

Table 4.4 Testing the Regression Weight Structural Equation Model Hypothesis

No	Hypothesis Statement	Est.	SE	CR	P	Ket
1	Pedagogic competence influences career development	0.562	0.100	5,752	0.000	hypothesis Accepted
2	Digital leadership influences career development	0.412	0.085	4,766	0.000	hypothesis Accepted
3	Pedagogic competence affects teacher performance	0.191	0.094	1,942	0.052	hypothesis Accepted
4	Digital leadership influences teacher performance	0.179	0.071	2,299	0.22	hypothesis Accepted
5	Career development affects teacher performance	0.683	0.130	4,900	0.000	hypothesis Accepted

Analysis in Table 4.4 can be explained that, the results of the first structural analysis of pedagogic competence and digital leadership have an effect on teacher career development at SMA Negeri Aceh

Timur, then the results of the analysis of the structure of the two pedagogic competencies, digital leadership and career development have an effect on teacher performance at SMA Negeri Aceh Kabupten East.

#### 4. CONCLUSION

Based on the research objectives described previously, several conclusions can be put forward in this study as follows:

1. Pedagogic competence, work motivation and digital leadership have a significant effect on career development at East Aceh State Senior High School, meaning that in order to improve the performance of East Aceh State Senior High School teachers so far it can be supported by these exogenous variables.
2. Pedagogic competence and digital leadership have a significant effect on the performance of East Aceh State Senior High School teachers, meaning that in order to improve the performance of East Aceh State Senior High School teachers so far this exogenous variable can support them.
3. Competency development affects the performance of East Aceh State Senior High School teachers, meaning that in order to improve the performance of East Aceh State Senior High School teachers so far it can be supported by these career development variables.

Based on the results of the research and conclusions that have been described in the previous chapters, the authors provide suggestions for improving the management of the East Aceh State Senior High School in the future as follows:

1. The leaders of the East Aceh State High School, should continue to improve the pedagogic competence of East Aceh High School teachers through better learning designs, evaluation of student learning outcomes so that in the future East Aceh State High School students can compete with other students at the provincial and national levels.
2. Digital leadership that has been well maintained so far that teachers at East Aceh State High School can improve their performance well, but it is also necessary to increase supervision of students and also increase student potential development so that students are smarter in the future so that organizational and teacher performance at East Aceh State High School improve in the future.
3. The performance of East Aceh State Senior High School teachers needs to be improved in order to improve organizational performance, this requires the role of digital leaders at East Aceh State High Schools to influence teachers to excel, mastery of computer technology, information technology in order to develop themselves well with superiors with expectations of performance East Aceh State High School teachers in the future will be even better.

Furthermore, it can be explained the implications of this research, that mainly this research uses 2 exogenous variables, namely competence and digital leadership and 2 endogenous variables, namely career development and employee performance, the implications of this research are expected to be a model in enhancing career development and improving employee performance in an organization both business, public and government organizations because the results of this research model are supported by theory and previous research that has been carried out by many researchers both nationally and internationally.



## REFERENCES

- Alfian, Mohd. Riza. 2015, The Influence of Education, Training and Work Environment on Employee Performance at the Forestry and Plantation Office of Bireuen Regency With Job Satisfaction as an Intervening Variable, Thesis of Postgraduate Program in Management Sciences (PPIM) Unimal, North Aceh
- Amalia, 2021, The Influence of Competence and Motivation on Performance with Supervision as a Variable at East Rayon Regional High School North Aceh Regency, Thesis of the Unimal Masters of Management Science Program (PMIM), North Aceh
- Get up, Wilson. 2012, Human Resource management. Erlangga PT, Jakarta.
- Ferdinand, Augusty. 2014, Management Research Methods, Guidelines for Thesis Research, Theses, and Management Science Dissertations, Fifth Edition, Semarang: BP-UNDIP.
- Handoko, T. Hani. 2010, Personnel and Resource Management, Edition 2. Yogyakarta: BPFU-UGM YKPN Company. Yogyakarta.
- Jasmani, A., & Mustofa, S. 2013. Educational Supervision New Breakthrough in Improving the Performance of School Superintendents and Teachers. Yogyakarta: Ar Ruzz Media
- Kartini, Titin 2011. Factors Affecting Teacher Professional Competence at SMK Negeri 1 Losarang, Indramayu Regency. University of Indonesia thesis: Jakarta.
- Luthans, Fred., 2015. Organizational Behavior, Twelfth Edition, McGraw-Hill Companies Inc. New York.
- Lotunani, Alamsyah, 2014, The Effect of Competence on Commitment, Performance and Satisfaction with Reward as a Moderating Variable (A Study on Designing Work plans in Kendari City Government, Southeast Sulawesi), International Journal of Business and Management Invention Volume 3 Issue 2, February, 18-25
- Matriadi, M. et al. 2021. Implementation of Digital Leaderships on Pertamina Hulu Energy in Aceh International Journal of Engineering, Science & Information Technology (IJESTY), Vol.1 No.2, Website: <http://www.ijesty.org/index.php/ijesty>
- Matriadi, Faisal 2018. the effect of compensation, competence, leadership, organizational culture, on work motivation, and their impact on the performance of high school teachers in Lhokseumawe City. USU Postgraduate Management Program Dissertation.
- Mutakin, Tatan Zenal 2015. The Influence of Competence, Compensation, and Background on Teacher Performance. Journal of Indraprasta University PGRI: Jakarta.
- Novauli, Feralys, M 2015. Teacher Competence in Improving Learning Achievement at Public Middle Schools in the City of Banda Aceh. Journal of Educational Administration ISSN 2302-0156 Postgraduate Program at Syiah Kuala University. Banda Aceh.
- Rivai, Veithzal, and EJ Sagala., 2014. Human Resource Management for Companies: From Theory to Practice, Third Edition, Publisher PT. Raja Grafindo Persada, Jakarta.
- Robbins, Stephen, P and Timothy A. Judge., 2015. Organizational Behavior, 15th Edition. Prentice Hall International Inc., New Jersey.
- Sari, Ida Pipi 2019. The Influence of Competence and Work Motivation on Teacher Performance with Organizational Commitment as an Intervening Variable at SMK Negeri I Lhoksukon, PPIM Thesis of Malikussaleh University.
- Suparyadi 2015. Human Resource Management, Creating Competitive Advantage Based on HR Competency, CV Andi Offset, Yogyakarta.
- Sulastri, Octa Roslinda, (2015) The Influence of Education, Compensation, Organizational Culture on Employee Motivation at PT. Bank Rakyat Indonesia. Tbk Pariaman Branch Office
- Sofia, (2008). Organizational Behavior, First Edition, First Printing, Publisher CV. Andi Offset,

*ANALYSIS OF THE INFLUENCE OF PEDAGOGIC COMPETENCE, DIGITAL LEADERSHIP ON CAREER DEVELOPMENT*

*Rahmatsah Putra, Rusyidi Abubakar, Anwar Puteh, Marbawi, Ibrahim Qamarius, Yulius Dharma*

---

Yogyakarta.

Yulk, Gary., 2015. Leadership in Organizations. Translated by Budi Supriyanto. Index, Jakarta.

Wibowo, 2016. Performance Management, Fifth Edition, PT. Rajagrafindo Persada Jakarta-14240.